

# Template of Outcome Based Education (OBE) Curriculum



বাংলাদেশ  
বিশ্ববিদ্যালয় মঞ্জুরী কমিশন

**UNIVERSITY GRANTS COMMISSION OF BANGLADESH**

**DHAKA, BANGLADESH**

## Preface

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# Template of OBE Curriculum

## **Part A**

1. Title of the Academic Program
2. Name of the University
3. Vision of the University
4. Mission of the University
5. Name of the Degree
6. Name of the Faculty offering the program
7. Name of the Department offering the program
8. Vision of the Program
9. Mission of the Program
10. Description of the program
11. Program Educational Objectives (PEO)
12. Program Learning Outcomes (PLO)
13. Generic Skills/Graduate profile (to be adopted from National Skills Framework of Bangladesh)
14. Mapping/Alignment University's Mission vs PEO
15. Mapping/Alignment PEO vs PLO
16. Mapping/Alignment PEO vs Types of Courses

## **Part B**

### **17. Curriculum Framework**

- a. Duration of the program: Years/Semesters
- b. Total minimum credit requirement
- c. Course Distribution**
  - i. General Course
    1. Arts and Humanities
    2. Social Sciences
    3. ICT
    4. Basic science
  - ii. Core Courses-
    1. Major
    2. Minor

- iii. Optional/Elective Courses-
  - 1. Major
  - 2. Minor

## **Part C**

### **18. Description of Courses of the program including the following information-**

- i. Summary of the Course/ Course Description
- ii. Mapping/Alignment PLO vs CLO
- iii. Teaching Strategies
- iv. Mapping/Alignment of Courses vs Teaching Strategy
- v. Mapping/Alignment of CLOs vs Assessment Strategy
- vi. Assessment/Evaluation Procedures
  
- vii. Grading/Evaluation**
  - 1. Grading Scale
  - 2. Grades
  - 3. Grade Point Average (GPA) and its calculation procedures
  - 4. Course Withdrawal
  - 5. Incomplete (I) courses
  - 6. Retaking/back-log courses
  - 7. Grade Change
  - 8. Course Dropout

## **Appendix**

## **Template/Profile of OBE Course Outline**

### **Profile of an Individual Course/Course Outline**

#### **Part A- Introduction**

1. Course No./ Course Code
2. Course Title
3. Course Type (Core Course/Electives/.....)
4. Level/Term and Section
5. Academic Session
6. Course Instructor
7. Pre-requisite (If any)
8. Credit Value
9. Total Marks
10. Course Objectives and Course Summary
11. Course Learning Outcomes(CLO)
12. Mapping/Alignment of CLOs with Program Learning Outcomes(PLO) (Optional)

#### **Part B- Content of the Course**

13. Course Content
14. Alignment of topics of the courses with CLOs
15. Class Schedule/Lesson Plan/Weekly plan (Sample format of plan is attached)
16. Teaching-Learning Strategies
17. Assessment Techniques of each topic of the course (.....)

#### **Part C- Assessment and Evaluation**

18. Assessment Strategy (Bloom's Taxonomy and Rubric based, Quiz, Mid Term, Assignment, Project, Report, Class Test, Presentation, Semester Final)
19. Evaluation Policy (Grading System)
20. Make-up Procedures

**Part D-Learning Resources**

21. Text Books
22. Reference Books
23. Other Resources (Online Resources or others)

**NAME OF THE UNIVERSITY**  
**Name of the Faculty and Program**

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<u><b>Content of the Curriculum</b></u>	<u><b>Page Number</b></u>
1. Vision, Mission of the University	
2. Mission and Vision of the Program	
3. Program Educational Objectives (PEO)	
4. PEO to Mission Statement Mapping	
5. Program Learning Outcomes (PLO) with Graduate Attributes	
6. Mapping of PLOs with PEOs	
<b>7. Scheme of the Program</b>	
7.1 Scheme of Second Semester/year	
7.2 Scheme of Third Semester/year	
7.3 Scheme of Third Semester/year.....	
<b>8. Description of all Courses of the program</b>	
<b>8.1 Course 1</b>	
a. Introduction of the Course	
b. Course Learning Outcome	
c. Mapping of CLO to PLO	
d. Summary of Course Content	
e. Text Book and Reference Books	
f. Assessment Pattern (Continuous, Semester/year exam)	
<b>8.2 Course 2</b>	
a. Introduction of the Course	
b. Course Learning Outcome	
c. Mapping of CLO to PEO	
d. Summary of Course Content	
e. Text Book and Reference Books	
f. Assessment Pattern (Continuous assessment and Semester/year exam assessment)	
<b>8.3 Course 3.....</b>	

**Appendix**

## Main Body of the Curriculum

### 1. VISION OF THE UNIVERSITY

Vision Statement

### MISSION OF THE UNIVERSITY

Mission Statement

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### 2. VISION OF THE PROGRAM

Vision Statement of the program

### MISSION OF THE PROGRAM

Mission Statement of the program (M)

M1	
M2	
M3	

### 3. Program Education Objectives

(PEO-can be more than 5)

<b>PE01</b>	
<b>PE02</b>	
<b>PE03</b>	
<b>PE04</b>	
<b>PE05</b>	

### 4. PEO to Mission Statement Mapping

MISSION STATEMENTS	PE01	PE02	PE03	PE04	PE05
M1					
M2					
M3					

(Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

### 5. Program Learning Outcome(PLO)

(PLO-Program based Learning Outcome-What students will learn after completing the degree -can be more than 5, sample example is given, it can/will vary based on the program and university)

1	PLO1	
2	PLO2	
3	PLO3	
4	PLO4	
5	PLO5	
6	PLO6	
7	PLO7	

### 6. Mapping of PLOs to PEOs

PEO/PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
PEO 1							
PEO 2							
PEO 3							
PEO 4							
PEO 5							

(Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

## 7. Scheme of the Program

### 7.1 SCHEME OF FIRST SEMESTER/YEAR

SL NO	Course Code	Course	Program	Over all Credits	Marks		
					CIE	SEE	Total
1							
2							
3							
4							
5							
6							
7							
8	.....						
<b>Total</b>							

7.2 SECOND SEMSESTER/YEAR							
SL NO	Course Code	Course	Program	Over all Credits	Marks		
					Mid	Final	Total
1							
2							
3							
4							
5							
6							
7							
<b>Total</b>							

## 8. Course Description

### 8.1 NAME OF THE COURSE (Course 1)

- a. Course Code : \_\_\_\_\_ Credits : \_\_\_\_\_  
 Continuous Internal Evaluation (CIE) Marks : \_\_\_\_\_  
 Exam Hours : \_\_\_\_\_ Semester Mid and End Examination (SMEE) Marks : \_\_\_\_\_

**Course Objective:**

- b. **Course Learning Outcomes: at the end of the Course, the Student will be able to -**

<b>CLO1</b>	Understand (based on Bloom’s Taxonomy)
<b>CLO2</b>	Analyze (based on Bloom’s Taxonomy)
<b>CLO3</b>	Evaluate (based on Bloom’s Taxonomy)
<b>CLO4</b>	Apply (based on Bloom’s Taxonomy)
<b>CLO5</b>	Create (based on Bloom’s Taxonomy)

**c. Mapping of Course Outcomes to Program Learning Outcomes-**

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1							
CLO2							
CLO3							
CLO4							
CLO5							

(Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

SL NO	d. SUMMARY OF COURSE CONTENT	Hrs	Alignment to CLOs
1	Topic 1		
2	Topic 2		
3	Topic 3.....		

**e. TEXT BOOKS**

**REFERENCE BOOKS**

**f. ASSESSMENT PATTERN (Marks can/will vary based on the program requirement and university)**

**CIE- Continuous Internal Evaluation (Marks)**

Bloom's Category Marks	Tests (Mark)	Assignments (Mark)	Quizzes (Mark)	External Participation in Curricular/Co-Curricular Activities (Mark)
Remember				
Understand				
Apply				
Analyze				
Evaluate				
Create				

**SMEE- Semester/year Mid & End Examination (Marks)**

<b>Bloom's Category</b>	<b>Test Mark</b>
Remember	
Understand	
Apply	
Analyze	
Evaluate	
Create	

**8.2 Course Description (Course 2)**

**NAME OF THE COURSE**

a. **Course Code :** \_\_\_\_\_ **Credits :** \_\_\_\_\_  
**Exam Hours :** \_\_\_\_\_ **Continuous Internal Evaluation (CIE) Marks :** \_\_\_\_\_  
**Semester Mid and End Examination (SMEE) Marks :** \_\_\_\_\_

**Course Objective:**

b. **Course Learning Outcomes: at the end of the Course, the Students will be able to -**

<b>CLO1</b>	Understand (based on Bloom's Taxonomy)
<b>CLO2</b>	Analyze (based on Bloom's Taxonomy)
<b>CLO3</b>	Evaluate (based on Bloom's Taxonomy)
<b>CLO4</b>	Apply (based on Bloom's Taxonomy)
<b>CLO5</b>	Create (based on Bloom's Taxonomy)

**c. Mapping of Course Learning Outcomes to Program Learning Outcomes-**

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1							
CLO2							
CLO3							
CLO4							
CLO5							

(Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

SL NO	d. SUMMARY OF COURSE CONTENT	Hrs	Alignment to CLOs
1	Topic 1		
2	Topic 2		
3	Topic 3.....		

**e. TEXT BOOKS:**

**REFERENCE BOOKS:**

**f. ASSESSMENT PATTERN (Marks can/will vary based on the program requirement and university)**

**CIE- Continuous Internal Evaluation (Mark)**

Bloom's Category Marks	Tests (Mark)	Assignments (Mark)	Quizzes (Mark)	External Participation in Curricular/Co-Curricular Activities (Mark)
Remember				
Understand				
Apply				
Analyze				
Evaluate				
Create				

**SMEE- Semester/year Mid & End Examination ( Marks)**

<b>Bloom's Category</b>	<b>Test Mark</b>
Remember	
Understand	
Apply	
Analyze	
Evaluate	
Create	

**Name of the University**

**Name of the Faculty, Program and Department**

**Name of the Course**

**Course Outline**

Course Code :

Credits :

Continuous Internal Evaluation (CIE) Marks :

Exam Hours :

Semester Mid and End Examination (SMEE) Marks :

**1. Course Objective and Course Summary**

**2. Course Learning Outcomes:** at the end of the Course, the Student will be able to -

<b>CLO1</b>	
<b>CLO2</b>	
<b>CLO3</b>	
<b>CLO4</b>	
<b>CLO5</b>	

**3. Mapping of Course Outcomes to Program Outcomes:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	√	√	√	√	√	√	√
<b>CO2</b>	√	√	√	√	√	√	√
<b>CO3</b>	√	√	√	√	√	√	√
<b>CO4</b>	√	√	√	√	√	√	√
<b>CO5</b>	√	√	√	√	√	√	√

(Tick mark or level of correlation: 3-High, 2-Medium, 1-Low can be used)

**4. Content of the Course**

<b>Topics</b>	<b>Specific Outcome(s)</b>	<b>Teaching Aids/Tools/ Materials</b>	<b>Time Frame</b>	<b>Teaching Strategy(s) &amp; Suggested Activities</b>	<b>Assessment Technique</b>	<b>Alignment to CLO</b>
<b>Overview of the Course</b>						
<b>Topic 2</b>						
<b>Topic 3</b>						
<b>Topic 4....</b>						

**5. ASSESSMENT PATTERN**

CIE- Continuous Internal Evaluation (.....Marks)

<b>Bloom's Category (....Marks)</b>	<b>Tests (...Marks)</b>	<b>Assignments (....Marks)</b>	<b>Quizzes (.....Marks)</b>	<b>External Participation in Curricular/Co-Curricular Activities (.....Marks)</b>
Remember				
Understand				
Apply				
Analyze				
Evaluate				
Create				

**SMEE- Semester Mid & End Examination (....Marks)**

<b>Bloom's Category</b>	<b>Test Marks</b>
Remember	
Understand	

Apply	
Analyze	
Evaluate	
Create	

**6. Evaluation:**

Grades will be calculated as per the university grading structure and individual student will be evaluated based on the following criteria with respective weights.

Quizzes	in percentage (...%)
Group Assignments	in percentage (...%)
Class Participation (attendance, participation, presentations Group discussion)	in percentage (...%)
Term Examination	in percentage (...%)
<b>Total</b>	<b>100%</b>

**7. TEXT BOOKS**

**REFERENCE BOOKS**

**Template of Question Moderation Form for Final Exam/Term Final Examination**

University of .....

Faculty of .....

Course.....

Session: ..... Term/ Semester: .....Course Teacher .....

Section 1: To be completed by Course Teacher				Section 2: To be completed by Moderator (s)	
No.	Course Learning Outcome	Exam questions Addressing to CLO(s)	Level of Bloom's Taxonomy	Question (s) Addresses the CLO satisfactorily (Yes/No/ NA)	Comments

Checked by: \_\_\_\_\_

Date: \_\_\_\_\_

**Name of the University**  
**Name of the Program**

**Academic session:**

**Department:**

**Course: Course code, Name**

**Name of the Course Teacher:**

**WEEKLY/LESSON PLAN**

Date and week Covered:

<b>Topics</b>	<b>Specific Outcome</b> (What students will achieve in terms of Knowledge, Skills and Abilities, KSA)	<b>Teaching Strategies &amp; Suggested Activities</b> (in relation to each topic or lesson)	<b>Teaching Aids/Tools/Materials</b> (Books, Online Resources, Multi Media, Pictures, Reports, Charts, Newspapers, handouts, etc.)	<b>Assessment Technique</b>	<b>Alignment to CLOs</b>
1.					
2.					
3.					
4.					

Name and Signature of the Course Teacher

Checked by (Department Head/Program Coordinator)

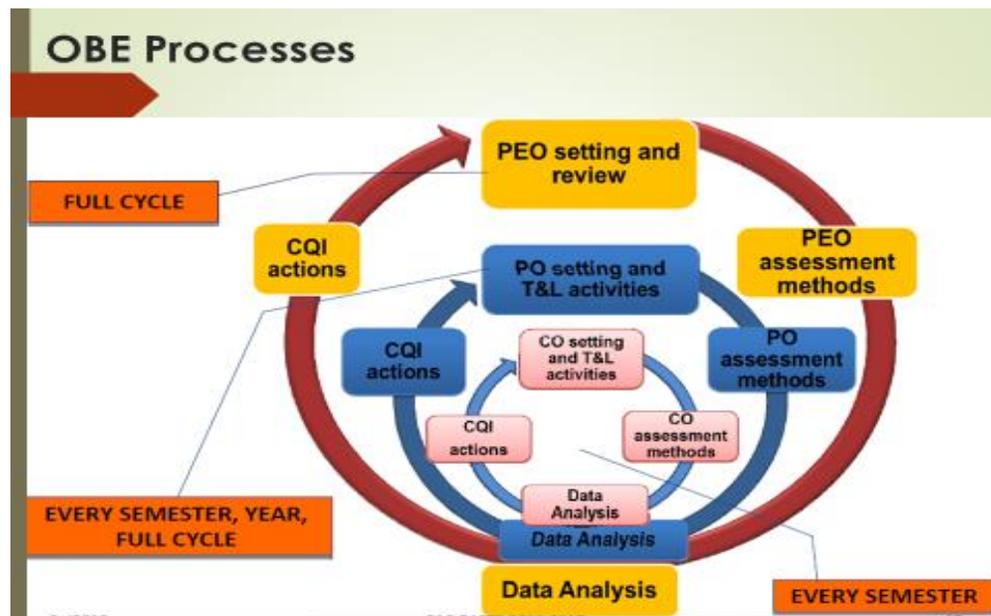
\_\_\_\_\_

## APPENDIX A

### Outcome Based Education (OBE)

Outcome-based education means starting with a clear picture of what is important for students to be able to do, then organising the *curriculum*, *instruction* and *assessment* to make sure that this learning ultimately happens (Spady, 1994)

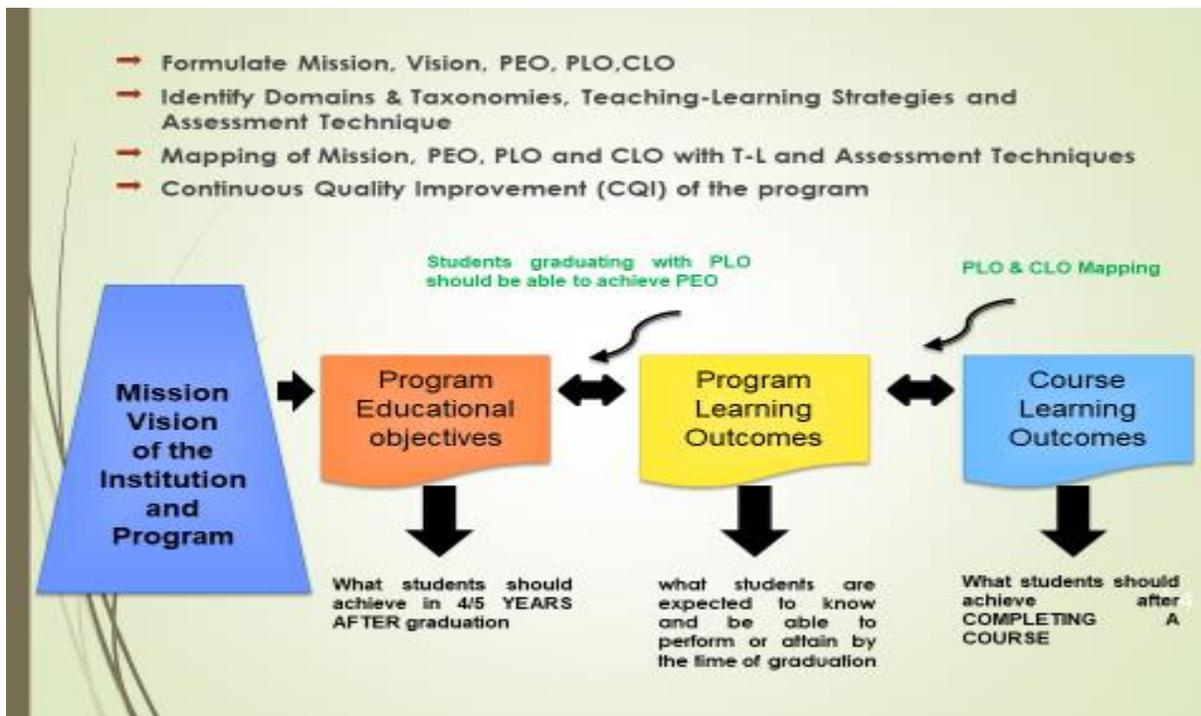
- ➔ OBE means clearly focusing and organizing an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences.
- ➔ Starting with a clear picture of what is important for students to be able to do and achieve (Knowledge, Skill and Ability) then organizing the curriculum, instruction, and assessment to make sure this learning ultimately happens.



## APPENDIX B

### Mapping of Outcomes

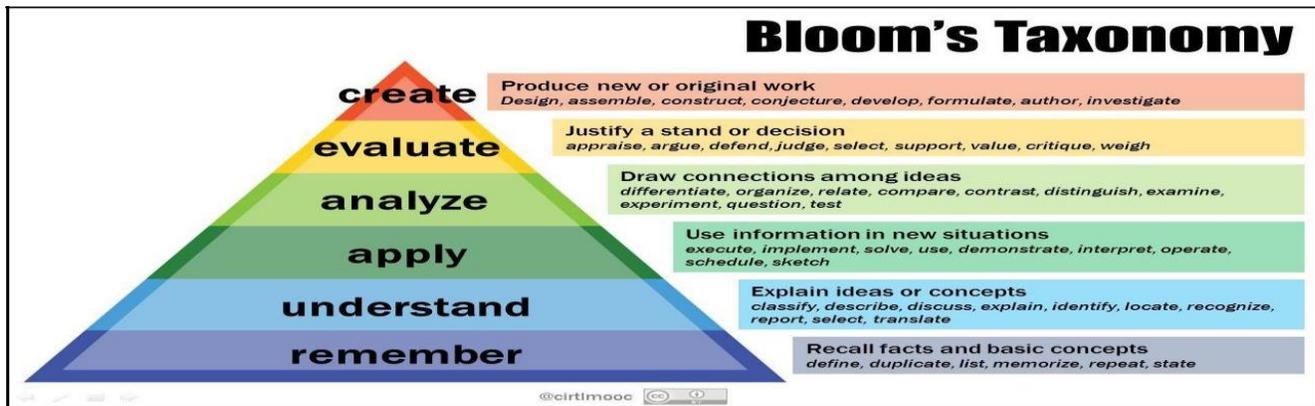
- CLOs address the Knowledge, Skill and Abilities (KSA) to be attained by students upon completion of a course.
- PLOs describe what students are expected to know and be able to perform or attain by the time of graduation
- PEOs address the graduates' attainment 5 years after graduation.



## APPENDIX C

### BLOOM'S TAXONOMY

**Bloom's taxonomy** is a classification system used to define and distinguish different levels of human cognition—i.e., thinking, learning, and understanding. Educators have typically used Bloom's taxonomy to inform or guide the development of **Assessments** (tests and other evaluations of student learning), **Curriculum** (units, lessons, projects, and other learning activities), and instructional methods such as questioning strategies.



## APPENDIX D

### Performance Rubrics

**What are Rubrics?** A rubric is a scoring tool that explicitly represents the performance expectations for an assignment or piece of work. A rubric divides the assigned work into component parts and provides clear descriptions of the characteristics of the work associated with each component, at varying levels of mastery. Rubrics can be used for a wide array of assignments: papers, projects, oral presentations, artistic performances, group projects, etc. Rubrics can be used as scoring or grading guides, to provide formative feedback to support and guide ongoing learning efforts, or both.

**Advantages of using Rubrics-**Using a rubric provides several advantages to both instructors and students. Grading according to an explicit and descriptive set of criteria that is designed to reflect the weighted importance of the objectives of the assignment helps ensure that the instructor's grading standards don't change over time. Grading consistency is difficult to maintain over time because of fatigue, shifting standards based on prior experience, or intrusion of other criteria. Furthermore, rubrics can reduce the time spent grading by reducing uncertainty and by allowing instructors to refer to the rubric description associated with a score rather than having to write long comments. Finally, grading rubrics are invaluable in large courses that have multiple graders (other instructors, teaching assistants, etc.) because they can help ensure consistency across graders and reduce the systematic bias that can be introduced between graders.

Used more formatively, rubrics can help instructors get a clearer picture of the strengths and weaknesses of their class. By recording the component scores and tallying up the number of students scoring below an acceptable level on each component, instructors can identify those skills or concepts that need more instructional time and student effort. Grading rubrics are also valuable to students. A rubric can help instructors communicate to students the specific requirements and acceptable performance standards of an assignment. When rubrics are given to students with the assignment description, they can help students monitor and assess their progress as they work toward clearly indicated goals. When assignments are scored and returned with the rubric, students can more easily recognize the strengths and weaknesses of their work and direct their efforts accordingly.

Name of the University

Name of the Program

Name of the Course

**Evaluation Rubric: GROUP / INDIVIDUAL CASE STUDY**

Name of the Student:

Date:

Academic session Topic:

Criteria	LEVEL 4 (4)	LEVEL 3 (3)	LEVEL 2 (2)	LEVEL 1 (1)	MARK( /4)
a. Identification of the Main issues /Problems	Identifies & understands all of the main issues in the case study	Identifies & understands most of the main issues in the case study	Identifies & understands some of the issues in the case study	Identifies & understands few of the issues in the case study	
b. Analysis of the Issues/Problems	Insightful and thorough analysis of all the issues	Thorough analysis of most of the issues	Superficial analysis of some of the issues in the case	Incomplete analysis of the issue	
c. Comments on effective Solution/Strategies (The solution may be in the case already or proposed by you)	Well documented reasoned and use of appropriate comments about solutions or proposals for solutions, to most of the issues in the case study	Appropriate well comments about solutions, or proposals solutions to most of the issues in the case study	Superficial and/or inappropriate solutions to some of the issues in the case study	Like or no action suggested and/or inappropriate solutions to all of the issues in the case study	
d. Links to Reading and Additional Research	Excellent research into the issues with clearly document links (and/or outside) readings.	Good research and document links to the material read	Limited research and documented links to any reading	Incomplete research and links to any reading	
e. Content knowledge about the Theories/ Class Room Discussion	Presented accurate & relevant information, appeared knowledgeable about the case study assigned and the topic discussed.	Presented few accurate & relevant information, appeared average knowledgeable about the case study assigned and the topic discussed.	Presented very less accurate & relevant information, appeared less knowledgeable about the case study assigned and the topic discussed.	Presented no accurate & relevant information, did not appear knowledgeable about the case study assigned and the topic discussed.	
<b>Total Mark</b>					<b>/20</b>

## Name of the University, Name of the Program, Name of the Course

**Evaluation Rubric: Individual Presentation****Name of the Student:** \_\_\_\_\_**Date:** \_\_\_\_\_**Academic session** \_\_\_\_\_**Topic:** \_\_\_\_\_

	<i>(Excellent) 5</i>	<i>(Good) 4</i>	<i>(Fair) 3</i>	<i>(Average) 2</i>	<i>(Needs improvement) 1</i>	<i>Mark (/5)</i>
<b>Content</b>	A concise summary of the topic; Convincing justification for choice of topic; Comprehensive and complete coverage of information	A good summary of the topic; Acceptable justification for choice of topic; Most important information covered; Little irrelevant information	Informative but much of the information irrelevant; Confused justification for choice of topic; Coverage of some of the major points	A brief look at the topic; Little justification for choice of topic; Majority of information irrelevant and significant points left out	No look at the topic; No justification for choice of topic; All information irrelevant and significant points left out	
<b>Organization</b>	Clear purpose and subject; Pertinent examples, facts, and/or statistics; Supports conclusions/ideas with evidence	Somewhat clear purpose and subject; Some examples, facts, and/or statistics that support the subject; Some data or evidence that supports conclusions	Attempts to define purpose and subject; Weak examples, facts, and/or statistics not adequately supporting the subject; Very thin data or evidence to support conclusion	Subject and purpose not clearly defined; Weak or no support of subject; Insufficient support for ideas or conclusions	Subject and purpose not defined; No support of subject; no support for ideas or conclusions	
<b>Visual Aids</b>	Information is clear and concise with proper key information in points or phrases; Visually appealing/engaging	Too much information in complete sentences on slides along with proper key information in phrases; Significant visual appeal	Too much information in complete sentences on many slides; Some proper key information; Minimal effort made to make slides appealing	Too much information in complete sentences on slides; No or few proper key information; Repetition of the same information on multiple slides; No visual appeal	Too much information in complete sentences on slides; No proper key information; Repetition of the same information on multiple slides; No visual appeal	
<b>Delivery Style</b>	Regular eye contact; Appropriate speaking volume & body language; Proper pace and diction; Fluent avoidance of repetitions, hesitations, gap fillers	Steady eye contact; Adequate volume and energy; Generally good pace and diction; Few or no distracting Gestures; Few repetitions, hesitations, gap fillers	More volume or energy needed at times; Pace too slow or fast; Some distracting gestures or posture; Some repetitions, hesitations, gap fillers	Low volume and energy; Pace too slow or fast; Poor diction; Lots of distracting gestures or posture; Frequent repetitions, hesitations, gap fillers	Very Low volume and energy; Pace is very slow or fast; very Poor diction; Lots of distracting gestures or posture; Frequent repetitions, hesitations, gap fillers	
<b>Question-answer Session</b>	Demonstrates knowledge by answering all types of questions with explanations and elaboration in professional manner	Is at ease with expected answers to all questions without elaboration in somewhat professional manner	Is uncomfortable with information and can answer only rudimentary questions	Does not have grasp of information and cannot answer questions about subject	Cannot answer the questions asked	
<b>Total</b>						<b>/25</b>

## **Appendix E**

### **Sample OBE Curriculum**

1. Vision, Mission and Program Educational Objectives (PEO)
2. Program Outcomes (PO) with Graduate Attributes
3. Mapping of POs with PEOs

#### **SCHEME**

4. Scheme of First Semester MBA
5. Scheme of Second Semester MBA

### **Course Description**

#### **6. Course Description of First Semester MBA:**

- a) MBA11 Management Principles, Concepts and Application
- b) MBA12 Business Economics and Environment
- c) MBA 13 Quantitative Techniques and Research Methodology
- d) MBA 14 Accounting For Managers
- e) MBA 15 Corporate Governance, Ethics and Society
- f) MBA 16 Marketing Management
- g) MBA 17 Human Resource Management
- h) MBA18 Managerial Communication –I

#### **7. Course Description of Second Semester MBA:**

- a) MBA 21 Production and Operations Management
- b) MBA 22 Financial Management
- c) MBA 23 Business Intelligence and Analytics
- d) MBA 24 Entrepreneurship Development
- e) MBA 25 Strategic Management
- f) MBA26 Seminar
- g) MBA27 Managerial Communication – II

### **VISION OF THE UNIVERSITY**

To emerge as an institute of eminence in the fields of engineering, technology business and management in serving the industry and the nation by empowering students with a high degree of technical, managerial and practical competence.

### **MISSION OF THE UNIVERSITY**

To strengthen the theoretical, practical and ethical dimensions of the learning process by fostering a culture of research and innovation among faculty members and students.

To encourage long-term interaction between the academia and industry through the involvement of the industry in the design of the curriculum and its hands-on implementation

To strengthen and mould students in professional, ethical, social and environmental dimensions by encouraging participation in co-curricular and extracurricular activities.

### **QUALITY POLICY**

To provide services of the highest quality both curricular and co-curricular; so that our students can integrate their skills and serve the industry and society equally well at a global level.

## DEPARTMENT OF MANAGEMENT STUDIES

### VISION

To evolve into a globally integrated Business school contributing towards management education, consultancy, research leadership & corporate excellence.

### MISSION

M1	The essence of Department of Management Studies is to constantly strive to provide an In-depth knowledge to its students so that they add value to the existing treasures of business and managerial concepts.
M2	Promote lateral thinking and a spirit of enquiry among our students so that they look from a different angle through a creative approach by which they are able to provide simple solutions to complex business problems.
M3	We owe to deliver through our teaching learning process the richness of entrepreneurship and multidisciplinary knowledge in a way where ethics and social commitments will be the corner stone for our students.

### Program Education Objectives (PEO)

<b>PEO1</b>	To make management graduates conceptualize, critically analyze and acquire In-depth knowledge of business and management by imbibing in them the unique ability of synthesizing knowledge towards adding value in the areas of business and management.
<b>PEO2</b>	To promote lateral thinking by way of enabling management graduates to see at the things from different perspectives there by making them to come out with simple solutions for complex managerial problems.
<b>PEO3</b>	To inculcate a spirit of enquiry, so that Management Graduates search for facts and truths by developing methodologies that supports critical analysis and decision making.
<b>PEO4</b>	To ignite the passion for Entrepreneurship in Management graduates by orienting them in the application of Modern tools of management and make them learn to select and apply in complex decision making processes.
<b>PEO5</b>	To inculcate a spirit of Ethics and Social Commitment in the personal and professional life of management graduates so that they add value to the society.

### PEO to Mission Statement Mapping

MISSION STATEMENTS	PEO1	PEO2	PEO3	PEO4	PEO5
M1	3	3	2	3	2
M2	2	3	3	3	3
M3	2	2	3	3	3

**Correlation:** 3- High, 2-Medium, 1-Low

### Program Learning Outcome (PLO)

1	<b>PLO1</b>	Apply knowledge of management theories and practices to solve business problems.
2	<b>PLO2</b>	Foster analytical and critical thinking abilities for data-based decision making.
3	<b>PLO3</b>	Ability to develop value based leadership ability.
4	<b>PLO4</b>	Ability to understand, analyze and communicate global, legal and ethical aspects of business.
5	<b>PLO5</b>	Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.
6	<b>PLO6</b>	Management graduates to acquire in-depth knowledge of business management and entrepreneurship embedded with ethics and a sense of social commitment and to strive towards personal victory and value creation to society.
7	<b>PLO7</b>	Students studying management to be passionate about multidisciplinary approach for problem solving, critical analysis and decision making by giving due importance for lateral thinking so that they see things from a perspective which are not just simple but effective.

### Mapping of POs TO PEOs

<u>PEO/PLO</u>	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
<b>PEO 1</b>	3	3	2	2	3	2	3
<b>PEO 2</b>	2	3	3	2	3	2	3
<b>PEO 3</b>	2	2	2	3	2	3	2
<b>PEO 4</b>	3	3	3	3	3	3	3
<b>PEO 5</b>	3	2	2	2	2	2	1

3-Strong Correlation    2- Medium Correlation    1- Low Correlation

**Department of Management Studies**  
**SCHEME OF FIRST SEMESTER MBA PROGRAM**

Sl. No	Course Code	Course	PoE	Credits	Marks		
					CIE	SEE	Total
1	MBA 11	Management Principles, Concepts and Applications	MBA	4	50	50	100
2	MBA 12	Business Economics and Environment	MBA	4	50	50	100
3	MBA 13	Quantitative Techniques and Research Methodology	MBA	4	50	50	100
4	MBA 14	Accounting for Managers	MBA	4	50	50	100
5	MBA 15	Corporate Governance, Ethics and Society	MBA	4	50	50	100
6	MBA 16	Marketing Management	MBA	4	50	50	100
7	MBA 17	Human Resource Management	MBA	4	50	50	100
8	MBA 18	Managerial Communication –I	MBA	4	25	25	50
<b>Total</b>				<b>32</b>	<b>375</b>	<b>375</b>	<b>750</b>

**Department of Management Studies**  
**SECOND SEMESTER MBA PROGRAM-SCHEME**

Sl. NO	Course Code	Course	PoE	Credit Distribution				Over all Credits	Marks		
				L	P	T	S		CIE	SEE	Total
1	MBA 21	Production and Operations Management	MBA	4	0	0	0	4	50	50	100
2	MBA 22	Financial Management	MBA	3	0	1	0	4	50	50	100
3	MBA 23	Business Intelligence and Analytics	MBA	4	0	0	0	4	50	50	100
4	MBA 24	Entrepreneurship Development	MBA	3	0	0	1	4	50	50	100
5	MBA 25	Strategic Management	MBA	4	0	0	0	4	50	50	100
6	MBA 26	Seminar	MBA	0	0	2	0	2	50	50	100
7	MBA27	Managerial Communication – II	MBA	3	0	0	1	4	50	50	100
<b>Total</b>								<b>26</b>	<b>350</b>	<b>350</b>	<b>700</b>

## MANAGEMENT PRINCIPLES, CONCEPTS AND APPLICATION

**Course Code : MBA11**

**Credits : 03**

**CIE Marks : 50**

**Exam Hours : 03**

**SEE Marks : 50**

**Course Learning Outcomes: at the end of the Course, the Student will be able to-**

<b>CLO1</b>	Understand management, functions of a manager, process of planning and the concept of MBO
<b>CLO2</b>	Analyze the organizational structure
<b>CLO3</b>	Remember dynamics of OB, the concept of personality and perception, values and attitude
<b>CLO4</b>	Apply case studies on functions of management and behavioral processes.
<b>CLO5</b>	Analyze Individual behavior and dynamics of groups and effective team building

**Mapping of Course Outcomes to Program Outcomes-**

	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>	<b>PLO7</b>
<b>CLO1</b>	3			2	2	3	1
<b>CLO2</b>		3				3	1
<b>CLO3</b>	3						2
<b>CLO4</b>	3						3
<b>CLO5</b>	3		3				2

<b>SI NO</b>	<b>COURSE CONTENT (as Summary)</b>	<b>Hrs</b>	<b>CLOs</b>
1	<p><b>Nature of Management:</b> Management Defined, Nature of Management, Scope of Management, Need for Management, Management and Administration, Management-A Science or an Art, Management Levels.</p> <p><b>Management Functions :</b> PODSCORB ,Roles and Skills of a manager ,Fayol’s fourteen principles of management and recent trends management The Scientific Management Stage, Contribution by F.W. Taylor - Scientific Management, Contribution by Peter F. Drucker – MBO</p>	<b>9</b>	<b>CLO1</b>

SI NO	CONTENT OF COURSE (as Summary)	Hrs	CLOs
2	<p><b>Planning and organizing:</b> Planning, nature of planning, planning process, objectives, strategies, level of strategies, policies, methods and programs, planning premises, decision making, process of decision making, types of decisions, techniques in decision making</p> <p>Organizing, organization structure, formal Vs informal organizations, principles of organizations-chain of command, span of control, delegation, decentralization Vs Centralization , Types of Organizations, virtual organizations.</p>	9	CLO2
3	<p><b>Controlling:</b> Controlling Process, Establishing standards, Comparing measured performance with performance standards, Taking Corrective Action, Techniques of Managerial Control, Feed-forward and Feedback Control, Behavioral Implications and Guidelines for Effective Control</p>	9	CLO3, CLO5
4	<p><b>Organizational Behavior</b>-introduction, definition, fundamental principles of OB, contributing disciplines, challenges and opportunities, Foundations of Individual Behavior.</p> <p><b>Personality</b> - determinants of personality, traits of personality, MBTI, personality attributes influencing OB. Type A and Type B Personality; Personality Dimensions; Introvert and Extrovert Personalities; Personality Theories.</p> <p><b>Attitude:</b> attitude and behavior; <b>Emotional intelligence, Motivation and Leadership</b></p>	9	CLO4, CLO5
5	<p><b>Dynamics of Group behavior:</b> Definition, types, formation of groups, building effective teams.</p> <p><b>Inter-Group Relations and Conflict Management:</b> Interdependence of Groups; Nature of Conflict in Organizations; Changing View of Conflict; Types of Conflict Situations; The Causes of Conflict; Conflict Management and Negotiation</p> <p><b>Power and Politics:</b> Power and Politics-An Introduction; Sources of Power in Organizations-Interpersonal Sources, Organizational Sources; Organizational Politics; Ethics</p> <p><b>Leadership in organizations:</b> Formal and Informal Leadership; Leadership Styles; Personal Characteristics of Leaders.</p>	9	CLO5

**TEXT BOOKS:**

- 1) Management: Text and Cases - VSP Rao, Excel Books ,2009
- 2) MGMT, An Innovative approach to teaching and learning Principles of Management, Chuck Williams, Cenage Publications, 2015
- 3) Management Theory & Practice Text & Cases – Subba Rao P & Hima Bindu, Himalaya Publications, 2012
- 4) Organizational behaviour, Stephen P Robbins, Timothy A. Judge, Neharika Vohra, Pearson publications, 14th Edition, 2012.
- 5) Organizational behaviour: A modern approach - Arun Kumar and Meenakshi, Vikas Publishing House, 2011.

**REFERENCE BOOKS:**

- 1) Management - Ricky W. Griffin Eighth Edition, 2005, Biztantra
- 2) Fundamentals of Management-Stephen P Robbins, Mary Coulter et al, Pearson Publications, 11th edition
- 3) Management-Richard L. Daft, Cengage learning,12<sup>th</sup> Edition,2016
- 4) Organization Behaviour – Ashwathappa, Himalaya Publication,7<sup>th</sup> Edition, 2007

**ASSESSMENT PATTERN****CIE- Continuous Internal Evaluation (50 Marks)**

<b>Bloom's Category Marks (out of 50)</b>	<b>Tests (25)</b>	<b>Assignments (10)</b>	<b>Quizzes (05)</b>	<b>External Participation in Curricular/Co-Curricular Activities (10)</b>
Remember			05	
Understand		05		
Apply	08			10
Analyze	09			
Evaluate	08			
Create		05		

**SEE- Semester End Examination (50 Marks)**

<b>Bloom's Category</b>	<b>Test</b>
Remember	5
Understand	10
Apply	15
Analyze	10
Evaluate	5
Create	5

## BUSINESS ECONOMICS AND ENVIRONMENT

**Course Code : MBA12**

**Credits : 04**

**CIE Marks : 50**

**Exam Hours : 03**

**SEE Marks : 50**

**Course Outcomes: At the end of the Course, the Student will be able to:**

<b>CO1</b>	Understand the relative importance of Managerial Economics.
<b>CO2</b>	Analyze to find firm's equilibrium.
<b>CO3</b>	Understand the modern managerial decision rules and optimization techniques.
<b>CO4</b>	Evaluate features of different kinds of markets
<b>CO5</b>	Be equipped with the various tools for analyzing pricing strategies.

**Mapping of Course Learning Outcomes to Program Learning Outcomes-**

	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>	<b>PLO7</b>
<b>CLO1</b>	3	2	2	2	2	2	2
<b>CLO2</b>				3	2	2	1
<b>CLO3</b>	3	3					2
<b>CLO4</b>	2					2	2
<b>CLO5</b>	3	2					1

<b>S N</b>	<b>Content of Course</b>	<b>Hrs</b>	<b>CLOs</b>
1	<p><b>Introduction to Business economics and Demand Analysis:</b> Managerial Economics-Nature, Scope &amp;significance, Role of Managerial Economist in decision making. Fundamental Principles of Managerial Economics: Opportunity Costs, Incremental,Time perspective, Discounting and Equimarginal principles</p> <p><b>Theory of Consumer Behavior:</b> rationality, revealed preferences and utility, indifference curves, utility maximization, demand functions, substitution and income effects, substitutes and complements, demand elasticity.</p>	9	<b>CLO1</b>
2	<p><b>Production analysis:</b> Production function with one variable input and two variable inputs – Law of diminishing of returns – iso-quants and iso-cost analysis – Producer Equilibrium – Law of substitution – Production functions and managerial decision making – Equilibrium of a multiproduct business firm – Expansion path.</p>	9	<b>CLO2</b>

3	<b>Cost &amp; Revenue analysis:</b> Kinds of costs – costs in the short run and in the long run and their behavior – Applications of cost analysis in managerial decision making – The relationship between product and cost curves, business planning or envelope curve, economies and Diseconomies of scale. Break Even Analysis- Meaning, Assumptions, Determination of BEA, Limitations and Uses of BEA in Managerial Economics. (Problems on BEP)	9	<b>CLO3</b>
4	<b>Market structure:</b> Perfect Competition: Features, Determination of Price under Perfect Competition - Monopoly: Features, Pricing under Monopoly, Price Discrimination.  <b>Oligopoly:</b> Features, Kinked Demand Curve, Cartel, Price Leadership – Monopolistic Competition: Features, Pricing under Monopolistic Competition, Product Differentiation.  <b>Pricing strategies and practices:</b> Multi product pricing, price discrimination, transfer pricing, cost plus pricing, incremental / marginal pricing, transfer pricing and peak load pricing.	9	<b>CLO4, CLO5</b>
5	<b>Budget and the Economy:</b> Components of the government budget: The revenue account, the capital account, measures of government deficit, Fiscal policy: changes in government expenditure, changes in taxes and debt.  <b>Inflation:</b> Definitions, Types of inflation, Effects of inflation – Measures to control Inflation – Monetary and Fiscal Policies	9	<b>CLO6</b>

### Text Books

- 1) Managerial Economics- Theory and Applications, Dr. D.M Mithani, Himalaya Publications.
- 2) Managerial Economics, D.N Dwivedi, 6th ed., Vikas Publication.
- 3) Managerial Economics, H. L Ahuja, S. Chand, 2011
- 4) Indian Economy, K P M Sundharam and Dutt, 64th Edition, S Chand Publication.
- 5) Business Environment Text and Cases by Justin Paul, 3rd Edition, McGraw-Hill Companies.

### Reference Books:

- 1) Managerial Economics- Principles and worldwide applications, Dominick Salvatore, Oxford Publication, 6e, 2010
- 2) Managerial Economics, Atmanand, Excel BOOKS, 2/e, 2010
- 3) Managerial Economics, Yogesh Maheshwari, PHI, 2/e, 2011

**CIE –Breakup**

<b>Bloom's Category Marks (out of 50)</b>	<b>Tests (25)</b>	<b>Assignments (10)</b>	<b>Quizzes (05)</b>	<b>External Participation in Curricular/Co-Curricular Activities (10)</b>
Remember			05	
Understand		05		
Apply	08			10
Analyze	09			
Evaluate	08			
Create		05		

**SEE- Semester End Examination (50 Marks)**

<b>Bloom's Category</b>	<b>Tests</b>
Remember	<b>5</b>
Understand	<b>10</b>
Apply	<b>15</b>
Analyze	<b>10</b>
Evaluate	<b>5</b>
Create	<b>5</b>

**QUANTITATIVE TECHNIQUES AND RESEARCH METHODOLOGY****Course Code : MBA13****Credits : 04****CIE Marks : 50****Exam Hours : 03****SEE Marks : 50****Course Learning Outcomes: At the end of the Course, the Student will be able to-**

<b>CLO1</b>	Understand the basic framework of research process
<b>CLO2</b>	Develop a comprehensive research methodology for a research question.
<b>CLO3</b>	Demonstrate a sound knowledge of statistical terms at an introductory level.
<b>CLO4</b>	Develop necessary critical thinking skills in order to apply using descriptive statistics and inferential statistics.
<b>CLO5</b>	To formulate the hypothesis for business problems, Apply various parametric tests to test the hypothesis

### Mapping of Course Learning Outcomes to Program Learning Outcomes-

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO1	3	3	2	2	3	3	1
CLO2	3	3	3	3	3	3	2
CLO3	2	2	3	3	3	3	1
CLO4	2	2	3	3	3	3	3
CLO5	3	3	3	2	3	3	1

S N	Content of Course	Hrs	CLOs
1	<p><b>Introduction:</b> Definition and Meaning of research, Importance and Qualities of Research, Emerging trends in Business research, Steps in Research Process, Formulation of Research Problem – Management Question – research Question, Features of a good research design, Use of a good research design; Qualitative and Quantitative research approaches, Comparison, Exploratory Research Design, Qualitative techniques, Projective Techniques, Depth Interview, Experience Survey, Focus Groups, Observation. Descriptive Research Designs: Concept, types and uses. Experimental Design: Concept of Cause, Causal relationships, Concept of Independent &amp; Dependent variables, concomitant variable, extraneous variable, Treatment, Control group.</p>	9	CLO1
2	<p><b>Research Design:</b> Concept of Measurement, Need, problems in measurement in management research, levels of measurement – Nominal, Ordinal, Interval, Ratio, Rating Scales viz. Likert Scales, Semantic Differential Scales, Constant Sum Scales, Graphic Rating Scales – Ranking Scales – Paired comparison &amp; Forced Ranking, Types of Data – Primary Data &amp; Secondary Data: Definition, Sources, Characteristics, Searching World Wide Web for data, Issues to be considered for secondary data.</p> <p><b>Data Collection:</b> Questionnaire Construction – Personal Interviews, Telephonic survey Interviewing, Email/Internet survey, online survey sites. Concepts of Statistical Population, Sample, Sampling errors, Non Sampling errors, Methods to reduce the errors, Sample Size constraints. Probability Sample: Simple Random Sample, Systematic Sample, Stratified Random Sample, Area Sampling &amp; Cluster Sampling. Non Probability Sample: Judgment Sampling, Convenience Sampling, Purposive Sampling, Quota Sampling &amp; Snowballing Sampling methods, Sample size determination. Editing, Coding, Tabular representation of data, frequency tables, Construction of frequency distributions.</p>	9	CLO1, CLO2

3	<p><b>Descriptive Statistics:</b> Meaning, Importance [Normality Assumption] &amp; Application in Business.</p> <p><b>Central Measures:</b> Meaning, types, Importance, suitability and properties, Business Application;</p> <p><b>Variation Measures:</b> Meaning, Types, importance and Characteristics; Business application and Practice.</p> <p><b>Data Description Measures:</b> Skewness and Kurtosis</p>	9	CLO3
4	<p><b>Bi-variate Analysis:</b> Correlation and Regression: Meaning, type, assumptions, properties, importance and application in business, relation of Chi-Square test. Analysis of Data in Packages [Excel; SPSS]</p>	9	CLO4, CLO5
5	<p><b>Probability:</b> Basic Probability Concepts and Rules, Joint, Marginal &amp; Conditional Probabilities – Business Applications.</p> <p><b>Random Variables:</b> Meaning, types, and Building, Mean &amp; Variance of Discrete R.V. Properties of Expected Values &amp; Variance.</p> <p><b>General Distributions:</b> Bernoulli, Binomial and Poisson Distributions.</p> <p><b>Continuous Probability Distribution:</b> Normal Distribution, Area Concept of Probability, applications of the Normal Distribution. Hypothesis Testing: Qualities of a good Hypothesis –Framing Null Hypothesis &amp; Alternative Hypothesis. Concept of Hypothesis Testing – Logic &amp; Importance.</p>	9	CLO4, CLO5,

### Text Books:

1. Research Methodology, C R Kothari, New Age International, 2/e, 2015.
2. Business Research Methods by Donald Cooper & Pamela Schindler, TMH, 12/e, 2015.
3. Business Research Methods by Alan Bryman & Emma Bell, Oxford University Press, 4/e, 2015.

### Reference books:

1. Business Research Methods by William G. Zikmund, Barry J. Babin, Jon C. Carr, Mitch Griffin, Cengage Learning, 8/e, 2015.
2. Research Methodology: Cases and concepts, Deepak Chawla & Neena Sondhi, S. Chand (G/L) & Company Ltd, 2/e, 2015.

**ASSESSMENT PATTERN**

**CIE- Continuous Internal Evaluation (50 Marks)**

<b>Bloom's Category Marks (out of 50)</b>	<b>Tests (25)</b>	<b>Assignments (10)</b>	<b>Quizzes (05)</b>	<b>External Participation in Curricular/Co-Curricular Activities (10)</b>
Remember			05	
Understand		05		
Apply	08			10
Analyze	09			
Evaluate	08			
Create		05		

**SEE- Semester End Examination (50 Marks)**

<b>Bloom's Category</b>	<b>Tests</b>
Remember	5
Understand	10
Apply	20
Analyze	10
Evaluate	5
Create	

## CORPORATE GOVERNANCE, ETHICS AND SOCIETY

**Course Code : MBA15**

**Credits : 04**

**Exam Hours : 03**

**CIE Marks : 50**

**SEE Marks : 50**

**Course Learning Outcomes: at the end of the Course, the Student will be able to-**

<b>CLO1</b>	Understand to connect between the corporate, ethics and society.
<b>CLO2</b>	Decide about the appropriateness of various business structures.
<b>CLO3</b>	Understand the need and importance of corporate governance with reference to Environment protection
<b>CLO4</b>	Make the students to understand the Essence of business and how business could be mutually beneficial to the businessman and the society.
<b>CLO5</b>	Make the students understand the fact that a “Business can survive only with the support of the society”.

**Mapping of Course Learning Outcomes to Program Learning Outcomes-**

	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>	<b>PLO6</b>	<b>PLO7</b>
<b>CLO1</b>	3	2					2
<b>CLO2</b>	2	3	2				
<b>CLO3</b>				3			2
<b>CLO4</b>	2	3				2	
<b>CLO5</b>		2	3				2

<b>SN</b>	<b>Content of Course</b>	<b>Hrs</b>	<b>CLOs</b>
1	<b>An introduction to Business, Government, and Society:</b> The Connect between Business, Government, and Society, BGS filed Importance of BGS relationship in management, models of BGS relationships-Market capitalism model, dominance model, countervailing forcer’s model and stakeholder model.	9	<b>CLO1</b>
2	<b>Business structures:</b> Meaning and nature of business structures, types, nature, advantages, limitations and applicability of - single ownership, partnerships, private limited companies, public limited companies, co-operative societies.	9	<b>CLO2</b>
3	<b>Corporate governance:</b> The concept of corporate, the concept of governance, need and importance of corporate governance, benefits of good corporate governance, OECD (Organization for economic co-operation and development) on corporate governance, Theoretical basis for corporate governance, environmental Concerns and Corporations,	9	<b>CLO3,</b>

	environmental preservation-role of stakeholders, sustainable development, industrial pollution, role of corporate in environmental management, waste management, pollution control and environmental audit.		
4	<b>Business Ethics and Corporate Social Responsibility:</b> Meaning of business ethics, need and purpose, importance, approaches to business ethics, roots of unethical behavior, ethical decision making some unethical issues, benefits from managing ethics at workplace. Nature of CSR, arguments for and against CSR, models of CSR, best practices of CSR-Indian examples.	9	CLO5, CLO4
5	<b>Business Laws:</b> A .Law of Contract, 1872: meaning of contract, agreement, essential elements of a valid contract. Meaning of Agency, Bailment and Pledge.  B. The companies Act, 2013, provisions related to governance, e-management, compliance and enforcement, disclosure norms, auditors and mergers & acquisitions.  C. Environment Protection Act, 1986: Introduction, objectives, scope, powers of the central government, offences and penalties.  D. Laws relating to Intellectual property: 1.The Patents Act, 1970, 2.The Copyright Act, 1957, 3.The Trade mark Act, 1999) Meaning, scope and objectives of intellectual property law, law relating to patents, copyrights, and trade mark.	9	CLO6

**Text Books:**

- 1) Corporate Governance: Principles, policies and Practices by Fernando A.c. Pub: Pearson, 2014.
- 2) Business and Government by Francis Cherunilam, Pub: Himalayan Publishing House.
- 3) Corporate Governance, Ethics & Social Responsibility by Balachandran C.H, Pub: PHI Pvt Ltd, 2015.
- 4) Business Ethics and Corporate Governance: Ghosh B.N., TMH, 2015
- 5) Business Law for manager, Goel P.K, Biztantra, 2014

**Reference books:**

- 1) Business Government and Society: A Managerial Perspective, Text and cases by John F. Steiner Pub: Tata Mc-Grahill, 2014.
- 2) Business Ethics and Corporate governance by Ghosh B.N, Pub: Tata McGrahill, 2013.
- 3) Business and Society: Lawrance and Weber, 12/e, TMH, 2013
- 4) Business Law and Management by N. D. Kapoor and Dinkar Pagare, Pub: Sultan Chand and Sons, 2013.
- 5) COMPANY LAW AND PRACTICE: RATAN NOLAKHA; Vikas Publishing, 2015

- 6) Corporate Business Responsibility: A study of CSR practices in Indian Industry, Baxi C.V and Rupamnjari Sinha Ray, Vikas publishing house, 2014

### Assessment Pattern

#### CIE- Continuous Internal Evaluation (50 Marks)

<b>Bloom's Category Marks (out of 50)</b>	<b>Tests (25)</b>	<b>Assignments (10)</b>	<b>Quizzes (05)</b>	<b>External Participation in Curricular/Co-Curricular Activities (10)</b>
Remember			05	
Understand		05		
Apply	08			10
Analyze	09			
Evaluate	08			
Create		05		

#### SEE- Semester End Examination (50 Marks)

<b>Bloom's Category</b>	<b>Tests</b>
Remember	<b>5</b>
Understand	<b>10</b>
Apply	<b>15</b>
Analyze	<b>10</b>
Evaluate	<b>5</b>
Create	<b>5</b>





**Appendix F**  
**Sample OBE Course Outline**

**Name of the University**  
**Faculty of Business Studies**  
**BBA program**

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**COURSE OUTLINE -Entrepreneurship Development**

- I. Course Code and Title : BBA-4221 Entrepreneurship Development**  
**II. Credit : 3 credit hours**

**1. Course Summary**

The twenty-first century has dawned with entrepreneurship as a major force shaping the global economy. The future growth of this economy lies in the hand of men and women committed to achieving success through innovative customer-focused new products and services. At the heart of this global movement are entrepreneurs who demonstrate their willingness to assume the risks associated with creating new business venture. The main objective of this course is to make the students acquainted with modern entrepreneurial tools by which an "Entrepreneur" endeavors to solve problems as time best suits. Moreover, at the edge of every chapter, case studies are made obligatory for the students so that they may observe the practical implications of the entrepreneurial tools in various business complexities.

**2. Course Objectives**

The prime objective of this course is to provide students with an in-depth knowledge of applying advanced approaches of functional areas to develop a business plan. In this course students will be exposed with the real life scenarios through solving relevant cases and interfacing practical situations.

**3. Course Learning Outcomes: at the end of the Course, the Student will be able to-**

<b>CLO 1</b>	Understand ED concepts, functions and role of a entrepreneur, process of planning and the concept of business
<b>CLO 2</b>	Evaluate and compare entrepreneurial activities, skill, environment, context and processes

<b>CLO 3</b>	Analyze real life case studies on entrepreneurial context and new business processes
<b>CLO 4</b>	Prepare Business Plan and contextualize with real life business environment
<b>CLO 5</b>	Develop Entrepreneurial Skill

#### 4. Topics to be covered/Content of the course-

Topics	Specific Outcome(s)	Time frame	Suggested activities	Teaching Strategy(s)	Alignment to CLO
<b>Overview of the course</b>	<ul style="list-style-type: none"> <li>-To comprehend the mission and vision of the institution</li> <li>-To acquire general idea about the course entrepreneurship development</li> <li>-To grasp the content and policies for the class</li> </ul>	Week 1	<ul style="list-style-type: none"> <li>- Students will give brief introduction about themselves</li> <li>- Course outline will be discussed in details</li> <li>- Video presentation “Walt Disney”</li> </ul>	<ul style="list-style-type: none"> <li>- socialized recitation</li> <li>- Show video to motivate the students</li> </ul>	<ul style="list-style-type: none"> <li>*developed interest of the students CLO....</li> <li>*express themselves while introducing themselves CLO....</li> </ul>
<b>The foundation of Entrepreneurship</b>	<ul style="list-style-type: none"> <li>- To analyze the entrepreneurial profile</li> <li>- To clarify the forces driving the growth of entrepreneurship</li> <li>- To analyze mistakes of entrepreneurship</li> <li>- To develop ways to avoid the</li> </ul>	Week 1	<ul style="list-style-type: none"> <li>Student reporting on the “<b>profile of successful entrepreneurs of Bangladesh</b>”</li> <li>Case study analysis “<b>Collegiate entrepreneur</b>”</li> </ul>	<ul style="list-style-type: none"> <li>- interactive discussion</li> <li>- video presentation</li> <li>- lecture discussion with multi media</li> </ul>	<ul style="list-style-type: none"> <li>*developed interest of the students</li> <li>* developed Critical thinking skills</li> <li>* Analyze the case and answered the question CLO...</li> </ul>

	<p>pitfalls</p> <ul style="list-style-type: none"> <li>- To differentiate entrepreneur, intrapreneur and manager.</li> </ul>				
<b>Inside The Entrepreneurial Mind: From Ideas To Reality</b>	<ul style="list-style-type: none"> <li>- To discuss creativity and innovation.</li> <li>- To clarify the barriers to creativity</li> <li>- To apply the ways to enhance creativity</li> <li>- To analyze the technique to improve creative process</li> <li>- To discuss the ways to protect the ideas.</li> </ul>	Week 3	<ul style="list-style-type: none"> <li>- Discussions and List of examples were shared</li> </ul>	<ul style="list-style-type: none"> <li>- interactive discussion</li> <li>- video presentation</li> <li>- lecture discussion with multi media</li> <li>- panel discussion</li> </ul>	<ul style="list-style-type: none"> <li>* applied their creativity to develop business idea</li> <li>* instituted cooperation among the students in their group work</li> <li>CLO...</li> </ul>
<b>Conducting a Feasibility Analysis and Crafting a Winning Business Plan</b>	<ul style="list-style-type: none"> <li>- To demonstrate the guideline for preparing a business plan</li> </ul>	Week 5	<ul style="list-style-type: none"> <li>- Provide a sample of business plan</li> <li>- Assignment : <b>“Business proposal”</b></li> </ul>	<ul style="list-style-type: none"> <li>- lecture discussion with multi media</li> <li>-White Board illustration</li> </ul>	<ul style="list-style-type: none"> <li>* conduct current Industry analysis</li> <li>* Carry out Risk assessment</li> </ul>
<b>Designing A Competitive Business Model And Building A Solid Strategic Plan</b>	<ul style="list-style-type: none"> <li>- To conduct industry analysis to formulate strategy</li> <li>-To define competitive</li> </ul>	Week 4	<ul style="list-style-type: none"> <li>- group seat work– <b>“Snow and soda: A profitable mix”</b></li> </ul>	<ul style="list-style-type: none"> <li>- lecture discussion with multi media</li> <li>-video presentation</li> </ul>	<ul style="list-style-type: none"> <li>* develop business practices with emerging strategy</li> </ul>

	advantage, core competencies and balance score card.		- students reporting: <b>“Success in the low end of the market”</b>	<b>-Quiz 1 will be taken</b>	* apply the concept SWOT analysis CLO...
<b>Building A Powerful Marketing Plan</b>	-To conduct marketing research. - To differentiate the marketing strategy - To develop marketing mix.	Week 6	- group seat work <b>“The power of little blue and white boxes”</b>	- interactive discussion - lecture discussion with multi media -video presentation <b>-Quiz 2 will be taken</b>	* apply the marketing concepts to build creative marketing strategy CLO...
<b>Exam Review</b>	- To make an overview		Lectures, questions and answers		
<b>MID-TERM EXAMINATION</b>		Week 7			
	Mid-term exam paper discussion and sharing mid-term grades <b>Allocate group final term assignment</b>	Week 8			
<b>Integrated Marketing Communication and Pricing Strategy</b>	- To analyze pricing strategies and tactics - To select the appropriate advertising media	Week 8	- student reporting: <b>“Pricing Web Services”</b> - Group seat work	- socialized recitation - Board work	* Apply the different marketing technique * instituted cooperation

	- To develop the pricing strategies and technique		“marketing communication plan”		among the students in their group work CLO...
<b>Creating a successful financial plan</b>	- To define about basic financial statement -To create projected financial statement the cash budget - To analyze breakeven analysis	Week 10	- Prepare basic financial statement for the idea generated by the students - CW “ <b>startup expense</b> ”	- white Board illustration - lecture discussion with multi media - <b>Quiz 3 will be taken</b>	* Generate Financial report CLO...
<b>Managing Cash flow</b>	- To discuss the cash flow, cash management of business - To explain how to avoid the cash crisis. - To prepare a cash budget	Week 11	- CW “ <b>Cash cash who’s got the cash</b> ” - board work	- white Board illustration - lecture discussion with multi media	* solved the problem given by the teacher and found in the book * Analyze the case and answered the question
<b>Factors Affecting Entrepreneurial Growth</b>	- To analyze the factors affecting the entrepreneurial growth and the importance of entrepreneurship in the economic development of a country.	Week 12	- Discussion based on Bangladeshi context. - student reporting “ <b>Three women who made it</b> ”	- Panel discussion	* Inculcate the appreciation of the topic or event CLO...

<b>Forms of Business Ownership</b>	-To Discuss different forms of business - To analyze different forms of franchising.	Week 9	- Interactive Discussions with List of examples	- lecture discussion with multi media	* Decide the appropriate forms for the business CLO...
<b>Presentation &amp; exhibition</b>	- Power Pt Presentation/ models/ poster/ prototype of the business idea	Week 13	Poster making competition	- Evaluation of Business idea using rubric	* present the business idea CLO...
<b>Exam Review</b>	- To make an overview		Lectures, questions and answers	<b>Quiz 4 will be taken</b>	
<b>FINAL EXAMINATION</b>		Week 14			

## 5. ASSESSMENT PATTERN

### Quizzes:

Altogether 4 quizzes may be taken during the semester, 2 quizzes will be taken for midterm and 2 quizzes will be taken for final term. Out of this 2 quiz for each term best 1 quiz will be counted. No makeup quizzes will be taken. Students are strongly recommended not to miss any quizzes.

### Assignment:

The students will have to form a group of maximum 4 members. The topic or case studies will be given as assignment in groups during the class which they have to prepare at home and will submit on or before the due date. No late submission of assignments will be accepted. Students will have to do the presentation on the given topic as assignment

### Business plan:

In preparation of the *Business Plan*, the students will research current, state of the art best practices in business world. The business plan will be done in teams of 4 students at the maximum per group. The team will produce a short written business plan (Guidelines for writing the business plan or project report will be discussed in the class). It is the responsibility of individual students that there is

no free riding in the team and convinces the instructor of that. Each student will individually prepare and present along with their team, a 4-minute summary of the findings of their portion of the report to the class in the last week before the term exam. This should be a PowerPoint presentation with descriptive notes. These will be submitted in both hardcopy and electronically to the course teacher.

### **CIE- Continuous Internal Evaluation (50 Marks)**

<b>Bloom's Category Marks (out of 50)</b>	<b>Tests (25)</b>	<b>Assignments (10)</b>	<b>Quizzes (05)</b>	<b>External Participation in Curricular/Co-Curricular Activities (10)</b>
Remember			05	
Understand		05		
Apply	08			10
Analyze	09			
Evaluate	08			
Create		05		

### **SMEE- Semester Mid & End Examination (50 Marks)**

<b>Bloom's Category</b>	<b>Test</b>
Remember	5
Understand	10
Apply	15
Analyze	10
Evaluate	5
Create	5

## 6. Evaluation:

Grades will be calculated as per the university grading structure and individual student will be evaluated based on the following criteria with respective weights.

1. Quizzes	20%
2. Group Assignments	20%
3. Class Participation	10%
4. Term Examination	50%
<b>Total</b>	<b>100%</b>

## 7. Textbook

1. Arora, Renu and Sood S.K, Fundamentals of Entrepreneurship and Small Business, 1<sup>st</sup> Edition (2003), Kalyani Publishers, New Delhi, India.

### Reference Books & Materials:

2. Barringer, Bruce R. and Ireland Duane R., Entrepreneurship Successfully Lanching New Ventures, 3<sup>rd</sup> Edition (2010) Pearson Education Inc., New Delhi, India
3. Forbat, John, Entrepreneurship the Seed of Success, 1<sup>st</sup> Edition (2008), New Age International Publishers, New Delhi, India
4. Hisrich, Robert, D, Peters, Michael, P and Shepherd, Dean, A, Entrepreneurship, 6<sup>th</sup> Edition (2008), Tata McGraw-Hill Publishing Company Limited, New Delhi, India.
5. Islam, Nazrul and Mamun, Muhammad, Z, Entrepreneurship Development An operational Approach Text & Case with Special Reference to Bangladesh, 1<sup>st</sup> Edition (2000), the University Press Limited, Dhaka, Bangladesh
6. Khanka, S.S, Entrepreneurial Development, 1<sup>st</sup> Edition (2009), S. Chand & Company Ltd, New Delhi, India.
7. Khan, A R, Entrepreneurship Small Business and Lives of Successful Entrepreneurs, 2<sup>nd</sup> Edition (2009), Decent Book House, Dhaka, Bangladesh
8. Timmons, Jeffry A. and Spinelli, Stephen Jr., New Venture Creation Entrepreneurship for the 21<sup>st</sup> Century, 6<sup>th</sup> Edition (2004), McGraw-Hill/Irwin, New York, America
9. Zimmerer, Thomas, W. and Scarborough, Norman, M, Essentials of Entrepreneurship and Small Business Management, 4<sup>th</sup> Edition (2005), Prentice Hall, India.
10. <http://www.cipe.org/sites/default/files/publication-docs/SituationAnalysis.pdf>
11. [http://papers.ssrn.com/sol3/Delivery.cfm/SSRN\\_ID1682186\\_code1544266.pdf?abstractid=1682186&mirid=1](http://papers.ssrn.com/sol3/Delivery.cfm/SSRN_ID1682186_code1544266.pdf?abstractid=1682186&mirid=1)
12. <http://smallbiztrends.com/2011/06/tips-and-tools-for-entrepreneurs.html>







বাংলাদেশ  
বিশ্ববিদ্যালয় মঞ্জুরী কমিশন

# বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশন

ইউজিসি ভবন, প্লট-১৮/এ, ব্লক-ই, আগারগাঁও প্রশাসনিক এলাকা  
শেরে বাংলা নগর, ঢাকা-১২০৭।  
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তারিখঃ ২৪ আশ্বিন ১৪২৬ বঙ্গাব্দ  
০৯ অক্টোবর ২০১৯ খ্রিষ্টাব্দ

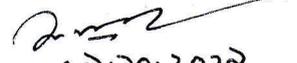
## কার্যালয় স্মারক

বিষয় : Outcome Based Education (OBE) Curriculum Template -এর চূড়ান্ত খসড়া'র উপর মতামত প্রদান  
প্রসঙ্গে।

সংশ্লিষ্ট সকলের অবগতির জন্য জানানো যাচ্ছে যে, বিগত ২৪-০৯-২০১৯ তারিখে অনুষ্ঠিত বাংলাদেশ বিশ্ববিদ্যালয় মঞ্জুরী কমিশনের ১৫৬ তম পূর্ণ সভায় Outcome Based Education (OBE) Curriculum Template -এর চূড়ান্ত খসড়া অনুমোদনের জন্য উপস্থাপন করা হয়। সভায় OBE-এর চূড়ান্ত খসড়া অনুমোদনের পূর্বে সকল পাবলিক বিশ্ববিদ্যালয় হতে উক্ত খসড়ার উপর মতামত গ্রহণের সিদ্ধান্ত গৃহীত হয়েছে।

২। সভার সিদ্ধান্ত অনুযায়ী আগামী ১৫-১১-২০১৯ তারিখের মধ্যে বর্ণিত খসড়ার উপর আপনার বিশ্ববিদ্যালয়ের মতামত নিম্ন-স্বাক্ষরকারীর বরাবরে প্রেরণের জন্য নির্দেশক্রমে অনুরোধ করা হলো। উল্লেখ্য, খসড়াটি ই-মেইল-এ প্রেরণ করা হলো এবং একই সাথে খসড়াটি কমিশনের ওয়েবসাইট (www.ugc.gov.bd) এ পাওয়া যাবে।

কর্তৃপক্ষের অনুমোদনক্রমে,

  
০৯.১০.২০১৯

ড. সুলতান মাহমুদ ভূইয়া  
পরিচালক

স্ট্র্যাটেজিক প্ল্যানিং এন্ড কোয়ালিটি এস্যুরেন্স বিভাগ।  
ফোন: ০২-৫৮১৬০১০৯

### বিতরণঃ

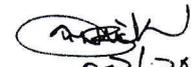
১-৪৬। উপাচার্য, সকল পাবলিক বিশ্ববিদ্যালয়।

৪৭-৯২। পরিচালক, আইকিউএসি, সকল পাবলিক বিশ্ববিদ্যালয় (সদয় দৃষ্টি আকর্ষণক্রমে)।

### সদয় অবগতি ও প্রয়োজনীয় কার্যার্থে অনুলিপি :

১. পরিচালক, আইএমসিটি বিভাগ (OBE -এর খসড়াটি ওয়েবসাইটে আপলোড করার অনুরোধ করা হলো)।
২. চেয়ারম্যান মহোদয়ের একান্ত সচিব (সিনিয়র সহকারী সচিব), ইউজিসি, ঢাকা।
৩. সহকারী সচিব, সদস্য (প্রফেসর ড. মুহাম্মদ আলমগীর) মহোদয়ের দপ্তর, ইউজিসি, ঢাকা।
৪. ব্যক্তিগত কর্মকর্তা, সচিব মহোদয়ের দপ্তর, ইউজিসি, ঢাকা।
৫. এসপিএকিউএ বিভাগের গার্ড ফাইল, ইউজিসি, ঢাকা।
৬. সংশ্লিষ্ট নথি।
৭. মহানথি।

  
তারিখ: ১০/১০/১৯  
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১০/১০/১৯  
Programmer

  
১০/১০/১৯ (২০১৯)  
বিশ্ব মল্লিক

উপ-পরিচালক

স্ট্র্যাটেজিক প্ল্যানিং এন্ড কোয়ালিটি এস্যুরেন্স বিভাগ।  
ফোন: ০২-৫৮১৬০২৫৮